



School: North Tawton Community Primary School	Note: This is a flexible rolling plan schedule and new priorities can be added to at any point.		
What are the identified catch up priorities and how do you know?	What actions will effectively address the identified learning priorities? Which pupil groups/cohorts will benefit?	Resources, capacity and time frame required to deliver impact	Expected learning impact or the ‘so what?’
EYFS Transition to school Early Learning Goals not met Baseline assessments	Effective procedures in place to ensure transition to school is smooth. Adults and routines become familiar. Opportunities in place to meet Early Learning Goals rapidly. Use the baseline assessments to identify the immediate needs and adjust the provision as necessary.	Effective communication via Dojo. Staggered times and effective handover to communicate well with the parents. Opportunities in class catering for the needs identified. Evaluate and assess weekly. Resources – 2Simple licence	Children are settled and confident. ELGs are met and children are on track in all AoL.
Phonics and Early Reading	Phonic screening and baselines completed and the new Read Write Inc scheme implemented quickly. Year 1 and Year 2 have been grouped and streamed. Access to specialised teaching in small groups.	Training time given to ensure all staff are familiar with the RWI programme and access the resources. Access to the online teaching tools. All staff able to enter and access the data collected to measure and track impact of programme.	All Y1 on track to meet Y1 phonic screening checks Termly progression is on track Y2 meet expectations
Pupil Mental Health and well-being	Teachers identify children who are in need of THRIVE/Boxall approach. Nurture groups set up and needs met. Teachers building up relationships to monitor and address issues as they arise. Extensive and comprehensive PHSE lessons planned to meet the needs of the children and to cater for the issue if/when they arise.	All staff inc TAs to be trained in use of Boxall Profile. 2 members of staff to offer support to all classes in the afternoon sessions PHSE lessons delivered and additional sessions planned if necessary Weekly staff meeting agenda item.	Mental well-being is high on agenda of success Children happy and aware of the feelings associated with not coping and know what strategies are in place to offer support

Maths Knowledge and skills	<p>Assessments and analysis performed to determined gaps in learning.</p> <p>Maths Mastery (3rd yr) is embedded by all teachers, led and monitored by the maths subject lead.</p> <p>Problem solving is evident in all pupils daily maths sessions, with increased opportunity to access 'dive deeper' activities.</p> <p>Precision Teaching is employed where appropriate for children who require support with rote-learning.</p> <p>Pre-teaching is frequently used for those pupils who require early access to teaching in order to raise esteem and improve in-lesson progress.</p>	<p>Adapt teaching requirements to reflect the identified gaps in the strands.</p> <p>Mathematical concepts and knowledge will continue to be assessed throughout the year to address any misconceptions or gaps in learning.</p> <p>Quality first teaching is monitored and time allocated for CPD for teachers as identified following the analysis</p> <p>Resources and intervention groups set up to match the need.</p> <p>Resources: £350</p> <p>CPD: £350</p>	<p>Assessments at the end of term show good progress.</p> <p>Gaps in knowledge are filled.</p> <p>All year groups meet age related expectations on termly assessments as identified using White Rose.</p>
Writing SPAG	<p>Teaching sequences and regular assessment establish starting points and identify gaps in learning using the assessments within the unit and quality first teaching.</p> <p>Teachers read a range of quality texts daily to the children in order to expose them to model excellent examples of text structures, vocabulary and grammar.</p> <p>Opportunities to write in English lessons in response to cross curricular themes in order to provide context and purpose for writing and develop pupils' stamina for writing.</p> <p>SPAG – issues within the unit identified and addressed in adapted teaching</p> <p>Weekly spellings are age appropriate but have additional identified needs addressed with additional spellings for those pupils who need them.</p> <p>Teachers ensure that spelling knowledge and skills are developed from phonics understanding and this is reinforced where needed.</p>	<p>Increased pace of learning in the teaching sequence</p> <p>To be incorporated in quality first teaching throughout the school, throughout the year.</p> <p>Weekly spellings with additional</p> <p>Increased capacity for SPAG sessions in weekly teaching</p> <p>RWI programme addresses learning in KS1</p> <p>£250</p>	<p>All children on track and meeting age related expectations</p> <p>Tracking and assessments monitored and show progress weekly/termly.</p>

SEND	<p>Teachers are completing the graduated response tool for SEND pupils to identify needs and next steps.</p> <p>IEP will be drawn up by teachers detailing support and targets. These will be reviewed and updated half termly.</p> <p>Children who have gaps in phonics/maths/writing will be supported as per the detail above.</p> <p>Pastoral support on a one to one basis will be put in place for children with social/emotional difficulties. This will include THRIVE-like principles and practice and will be carried out by a trained practitioner.</p>	<p>Staff meeting time given for staff to implement and use the graduated response tool to quickly access support.</p> <p>New SENDCo in place becoming familiar with pupils' needs.</p> <p>SENDCo to offer CPD to staff to improve the efficiency of the support provided</p> <p>Subscription to Nessy £450</p> <p>Speech link software £tbc</p> <p>Teacher and teaching assistants to timetable and carry out interventions.</p> <p>£1500</p>	<p>Pupils with SEND identified quickly and steps put into place to address their needs.</p> <p>Referrals are made speedily.</p> <p>Progress and targets monitored and expectations met.</p> <p>SEND pupils make similar or improved progress compared to peers</p>
Disadvantaged	<p>Staff aware of the individuals and monitor the progress of this group.</p> <p>Have laptops ready to go home with disadvantaged pupils in case of year group or class isolation.</p> <p>Clear explanations, scaffolding and feedback targeted towards disadvantaged pupils.</p> <p>Any support in class to include explicit instruction on working independently.</p> <p>Sustained and targeted interventions aimed at accelerating progress and addressing gaps for disadvantaged pupils carried out for groups in class.</p>	<p>Intervention and support groups set up</p> <p>Chromebooks to be set up and ready to use for home / blended learning.</p> <p>All staff to ensure that disadvantaged pupils are considered in all planning and teaching.</p> <p>Provision of interventions £1500 tbc</p> <p>Chromebooks: £tbc</p>	<p>Disadvantaged pupils make similar or accelerated progress compared to peers</p>
Assessments	<p>Summative and formative assessments in place to monitor progress</p> <p>All groups make use of this tool</p>	<p>Assessments within the structured programme of teaching and learning</p>	<p>Easy to track and monitor the effectiveness of the programme and monitor the progress</p> <p>SLT will use through monitoring exercises</p>
Remote learning	<p>Google Classroom to be up and running pupils are required to work at home. All teachers to be knowledgeable and trained to use Google Classroom in order to be able to deliver home-learning should a bubble have to self-isolate or lockdown be reinstated.</p>	<p>Licences for Chromebooks to be installed and available for pupils to use when at home.</p> <p>Google Classroom to be available for use and all pupils to have email address/login and trained to use it effectively.</p>	<p>Pupils manage learning at home and are able to submit and receive feedback on their work.</p>

	<p>Google Meet to be used for face-to-face teaching and learning.</p> <p>Class Dojo embedded to ensure good communication is maintained.</p>		<p>Assemblies can be accessed and families can keep in touch.</p>
Tutoring	<p>Using the assessment data at the end of the first Autumn term children have been identified for additional support and catch-up.</p> <p>All year groups will benefit and will have additional adult support to close the gap. YR-Y6</p> <p>Additional support given to undertake additional duties working in smaller groups Jan 2021 YR/Y1</p> <p>- YR/1/2/4</p> <p>Overview of RWI</p> <p>Align assessments in the RWI portal</p> <p>Groups ready for dedicated phonic teaching</p> <p>Nessy/Language Link</p> <p>Maths Mastery implementation</p> <p>Precision teaching - Y3/5/6</p> <p>Nessy</p> <p>SATs/assessment gap analysis response</p> <p>Precision Teaching</p> <p>1:1 tuition</p>	<p>Quality First teaching strategies in place and regularly monitored.</p> <p>Costs for delivery of 1:1 and/or small group tutoring for 2 terms £4,558.</p> <p>Teacher-led interventions for 1 term of morning tutoring once a week: £877.</p>	<p>Improvement in</p> <p>Attainment</p> <p>Resilience</p> <p>Stamina</p> <p>Gaps are closing in those identified areas</p> <p>Progress is rapid</p>